



Student Discipline Problems and the Role of Counselors and School Principals to Overcoming Them

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Abstract: Violations that often occur in school are disciplinary violations committed by students. Discipline problems are problems which, if not resolved quickly, will have an impact on the smoothness of the learning process in the classroom. Some of the personnel who play a role in overcoming discipline problems in schools are counselors and school principals. This research is a library research, by searching, reading, studying, and analyzing the content of books and supported by various literature related to them. Based on the research results, it can be concluded that school counselors and school principals play an important role in overcoming student discipline problems. In addition, cooperation with other school personnel is needed to overcome disciplinary problems that occur.

Keywords: Discipline Problems, Students, Counselors, Principals

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Introduction

One key to success is discipline, how many people successful in pursuing careers and achieving the highest achievements in life are people who have high discipline. So achieving the realization of an excellent education and maximum educational goals, discipline is needed. Discipline is a key for schools to lead their students to become independent individuals. Because with discipline students will have an orderly and regular lifestyle (Tentama et al., 2019). With accustomed to discipline students can develop a positive personality and be able to get satisfactory achievements (Bryant & Wilson, 2020). As expressed by Chaplin, (2009), discipline is self-control control by restraining unwanted impulses. Besides, according to Moles (Gunawan, 2012) school discipline has two main goals: (1) ensure the safety of staff and students, (2) create an environment conducive to learning. In line with the previous opinion, Gunawan (2012) stated that school discipline is a school effort to maintain student behavior, so it does not deviate and can encourage students to behave under the norms, rules and regulations that apply in school.

But in reality, discipline is still a serious problem in the world of education. The emergence of cases that have been exposed to the mass media shows that there is no understanding among education stakeholders in the disciplines that must be implemented. The teacher gives punishment to students on the grounds of disciplining students, but the parents do not accept it so they come to the school concerned to ask for

responsibility. Some even reported it to the authorities (Rezni et al., 2017). Examples of other phenomena, being lazy to go to school, arriving late, disturbing other children who are studying, making noise, cheating on tests, skipping or leaving prematurely, and engaging in aggressive actions (Muslida et al., 2020). Research results from Bernardus (2009) states that disciplinary problems are in the form of violations of school rules such as truancy, being late for school, making a noise in class, talking to friends when the teacher is explaining lessons, not wearing complete school attributes, and cheating. In line with this, Zarniati et al. (2014) mentioned that learning activities are often disturbed by students' undisciplined behavior such as; students who ask permission to enter and leave the classroom too often, students who disturb other students who are writing and students who often make noise in class. Furthermore, result the School Survey on Crimes and Safety (SSOCS) on discipline problems in schools menyebutkan bahwa pada tahun 2015-2016 approximately 12 percent of public schools reported that bullying occurred among students at least once a week, with 5 percent reporting of student verbal abuse to teachers. Furthermore, 10 percent reported acts of student disrespect on teachers other than verbal abuse, 2 percent analyzed widespread disorder in the classroom and student racial/ethnic tensions, and 1percent each reported sexual harassment of other studentsbased on sexual orientation or gender identity. Finally, 10 percent of public schools reported that gang activities occurred during the 2015–16 school year (Gustiana et al., 2020). However, not all students are disciplinewhich leads to problems such as disruptive classroom behaviour, vandalism, bullying, and violence (Luiselli et al., 2005). It is also associated with disturbing friends, damaging school facilities, difficulty in focusing attention, pondering, and skipping classes (Netrawati et al., 2018).

One way to overcome student discipline problems is through cooperation between the Counseling Guidance teacher and the principal (Permana, 2018). Principals and counselors are people who are in charge of carrying out the duties and responsibilities assigned to them, which aim to achieve educational goals (Yulmi et al., 2017). The intended purpose of education is to develop the potential and shape the character of students so they become knowledgeable, disciplined, noble, and responsible people in every activity they do.

In connection with the form of these activities, the services provided by counseling teachers in schools can be preventive, curative and preservative or developmental in order to carry out educational functions in developing student character, especially disciplinary character. Preventive services mean the activities carried out by the guidance and counseling teachers aim to prevent student behavior that will lead to disciplinary problems in students (Solkhanuddin et al., 2020). The duty of a school principal is to supervise and guide program planning and implementation, assessment and follow-up efforts, and accountability for implementing guidance and counseling services in schools to the District Education Office. (Prayitno, 2009).

This paper examines the cooperation between counselors and principals to overcome disciplinary problems carried out by students. It carries efforts to study out through reading, analyzing, and analyzing data got from the literature relating to research content. Data got during the investigation process, collected, compiled and analyzed in-depth, and so explained.

Method

The study used qualitative research methods, using the library research approach. The research was conducted by tracing library data in books and completing it with other literature related to the study in question (Hariko & Anggriana, 2019). This research was carried out by reading, studying, and analyzing contain the book and supported by various literature related to it. This research is descriptive-analytic research that serves to solve problems through collecting, compiling, and in-depth analysis of existing data to be explained and assess.

Results and Discussion

Basically, disciplinary behavior is an important part of education, both in formal, non-formal, and informal education. Discipline problems are common and often occur in the school environment. As is Muwafik (2011) states that discipline will be built with strong intentions, complete and sincere motivation, and awareness of the reasons for the determination of the final goal to be achieved.

However, what happened in the field was that there were many disciplinary violations committed by students. McManus (Temitayo et al., 2013) explained that there are several behavioral deviations that make it difficult for teachers regarding disciplinary issues such as repeatedly asking to go to the toilet, leaving lessons, running away, smoking in the toilet, pushing the teacher, playing matches in class, making rude comments to the teacher, talking when supposed to writing, being rude to the teacher, fighting in class, chasing each other around the class, packing up early, taking teacher's property, wearing weird clothes and dressing up, threatening the teacher, leaving class early, and commenting on assigned assignments.

Discipline will run optimally if there is cooperation from various parties. For that, there needs to be contributions from various parties such as the principal, teachers, other staff, school security guards, and the students themselves. In this case, the counselor is expected to guide students to comply with school discipline, namely with advice, notification, and not as school supervisors (school police). In addition, the principal helps counselors in the form of policies that will make it easier for counselors to carry out their duties to reduce student discipline problems.

Muslida et al. (2020) stated that the exemplary behavior shown by the guidance and counseling teachers had a significant effect on reducing student discipline problems. The preventive efforts made by counseling teachers are to form student character, namely religious character and disciplinary character, it also instills this character formation in students through the rules applied in school. On the other hand, Firosad (2019) argued that the form of efforts that have been made by counselors in overcoming student discipline problems, namely; 1) giving warnings to students, 2) providing individual counseling services, 3) providing guidance in groups, 4) giving punishment to students, 5) calling parents to school and 6) habituation applied in both intra-curricular and extracurricular activities. Then Nisa (2016) also states that student disciplinary behavior can be improved through the provision of intense counseling services by counselors. As for the services that can be provided directly to students are information services (Sanderi et al., 2013). In addition, positive reinforcement provided by the teacher can also improve student discipline behavior (Banzon-Librojo et al., 2017).

The explanation above shows that student's undisciplined behavior can be prevented or can be reduced by BK teachers. Efforts to prevent it can be done by carrying out Counseling Guidance services in a professional and comprehensive manner. In addition, as a teacher who knows students better than other teachers, the counseling teacher must also be able to identify any actions or behavior of students that can lead to disciplinary violations. So that with identification that is done first, the counseling teacher can take preventive action before it causes more serious problems.

As explained briefly in the above section, in addition to counselors, the principal also has a role in overcoming student discipline problems. Kurniasih & Wijaya (2019) stated that the educator competence possessed by the principal could improve disciplinary behavior or reduce disciplinary problems carried out by students. This is also confirmed by Luddin (2013) which states that with the coordination and supervision of the principal, it can reduce aggressive behavior by students. The efforts taken by the principal to solve the problem of student delinquency are 1) efforts preventive, 2) efforts that are curative and 3) efforts that are coaching in nature. Next Solihuddin (2013) mentions efforts to overcome obstacles to implementing student discipline carried out the school principal provides guidance for teachers, employees, and all elements in the school so they care and support school programs in shaping student behavior with character, motivating the discipline team to carry out tasks optimally, and prioritize the physical construction of the perimeter fence to make it easier for the school discipline team to monitor. Then Yani et al. (2020) stated that the positive impact that arises with school discipline will make students obey school or teacher regulations, introspect and not violate regulations, maintain school order, and help students have to be disciplined, it is this that will help students speak politely, care between fellow. This is also according to the invention Pratama & Suwanda (2013) namely the strategies implemented by schools in order to form student discipline through exemplary, habituation, communication, training, and giving rewards or punishment.

Easing student discipline problems can be overcome through cooperation. Collaboration will be established if there is a solid team work comprising several people. To get maximum results, it is necessary to have serious cooperation. Likewise, to assist counselor in carrying out services at the school. Collaboration is carried out not only for the tasks that are carried out, but also in every communication while at school. Mutual respect, mutual support, and mutual help for fellow personnel is very much needed in a collaboration (Yulmi et al., 2017). The principal also plays a role in forming a team that works together to handle disciplinary problems that occur at school. The team was formed at the beginning of the new school year

through a special teacher and staff board meeting chaired by the principal. The team comprises several teachers including counselors and staff (Refni et al., 2017).

Conclusion

Discipline behavior is something every student needs to have in order to achieve the success they want. However, in reality there are many undisciplined behaviors carried out by students at school. Therefore, through the efforts of counselors and the role of school principals as policy makers, it is hoped that they will overcome disciplinary problems that occur in schools. Based on the literature review analysis above, it can be concluded that student discipline problems can be overcome through preventive efforts by counselors by implementing counseling services to all students. Through the analysis of the literature review, it was also found that the principal is an important figure to overcome student discipline problems. With policies that have been made able to reduce forms of disciplinary violations that occur in schools. Finally, from the literature review above, it was also found that cooperation among school personnel is something that needs to be improved for preventive efforts against student undisciplined behavior.

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